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of all the various processes of pure exposition. We find nothing more than incidental hints concerning exemplification, obverse iteration or negative statement, contrast; nothing about the formulation and use of a plan, which seems to us supremely essential in the writing of exposition.

The illustrative material has been drawn from a wide range of reading. We find many standard selections, while the writers have not hesitated to draw from the newer writers as well. The selection seems on the whole good, though some pieces, *e. g.*, from Meredith's *Egoist* (p. 102), are too difficult for even college sophomores. We also confess to a belief, perhaps groundless, that the average student, women not excepted, is better qualified to expound machinery than music (*cf.* pp. 83 ff., 154 f.); the latter may be heard with delight by the young, but can be expounded well only by those richer in experience and possessed of a better knowledge of music than the average undergraduate.

Nor is the make-up of the book wholly commendable. The table of contents, as a guide to the plan, is well nigh useless; there are no subheads anywhere; and there is not the sign of an index. In short, while the book contains much that is interesting and stimulating to the teacher, it comes far short of meeting the needs of the class room.

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*Connected Passages for Latin Prose Writing.* By MAURICE W. MATHER, Ph.D., and ARTHUR L. WHEELER. Harper & Brothers, 1899.

THE book is not intended for beginners, but for those who have had at least a year of practice in writing detached sentences. The text upon which the exercises are based is that of Cæsar, *Gallie War*, Books, III and IV; Nepos, *Alcibiades* and *Hannibal*; Cicero, *Manilian Law* and *Archias*. About seventy pages of notes on Latin idiom take the place of grammatical references and afford an exceedingly comprehensive and concise statement of the principles which underlie Latin composition. These notes are followed by forty pages of passages for translation into Latin. In addition to these the authors have inserted numerous tests prepared by various colleges for entrance examinations. There is no vocabulary, but sufficient assistance is given in the foot-notes and in the notes on idioms. Good judgment and pedagogical

skill are manifest in the preparation of the translation exercises and in the degree and kind of help given.

In a few instances the authors have resorted to rhymed statements of grammatical truth, not always with conspicuous success. In fact, this is the only unpleasant feature which appeared in an interested examination of the entire work. The worst example is on page 39, where this occurs :

“A useful little rule is expressed by the old rhyme :

‘With *ask, command, advise, and strive*  
By *ut* translate the infinitive ;  
But not so after *iubeo* nor  
*Veto*, nor deponent *conor*.’ ”

Such verse as this, which mutilates language to so distressful an extent, cannot be justified by the plea that the tax upon the memory is lessened. Some instructors will be disappointed because the long vowels have not been marked in the Latin words. But, taken altogether, the book is charming, and does credit to both authors and publishers.

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*Hints to Teachers and Students on the Choice of Geographical Books for Reference and Reading.* By HUGH ROBERT MILL. Longmans, Green & Co., London and New York, 1897.

THIS book contains excellent prefatory chapters on the principles of geography and on the teaching of the same. Then follow classified lists of books and maps under the following chapter headings: The Principles of Geography; The Teaching of Geography; The Choice of Text-Books; Atlases and Means of Illustration; Works of Reference on Geography; Mathematical Geography; Physical Geography; Bio-Geography; Anthro-Geo-geography. These chapters are followed by lists of reference book for the several continents, and separate lists for some of the most important countries. The reference books for North America and the United States are hardly adequate, and some well-known and important books are omitted. So also with references on the arctic regions. For example, Peary's books are not mentioned. No teacher will read the book without enlarged ideas of the meaning of geography, and of the intellectual equipment necessary to teach it